

Inspection of Kensington Place Day Nursery and Preschool

58-62 Pembroke Road, London W8 6NX

Inspection date: 22 November 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Staff provide a safe and welcoming space for children. They recognise that children learn best when they feel emotionally secure. Therefore, there is a strong focus on helping children to settle in. For instance, staff provide photographs and information about children's key persons and offer 'stay-and play' sessions with parents before children start. Children show that they feel happy in the setting and have trusting bonds with staff. They confidently join in with activities and make choices about their play.

Staff have high expectations for children. They model kind and respectful behaviour and use gentle reminders to help children understand the rules and boundaries. Children play nicely with their peers and help with tasks, such as tidying up. They enjoy being praised for their positive behaviour and are motivated to do well in their learning.

Staff implement a broad and ambitious curriculum, to help prepare children for their next stages in learning. For example, staff want children to become confident in managing their own personal care, as they know this will support their independence and self-esteem at school. Therefore, routines, such as mealtimes, include plenty of time and encouragement for children to learn skills, including pouring their drinks and eating with cutlery.

What does the early years setting do well and what does it need to do better?

- Staff regularly observe and assess children's development. They provide targeted support, to help close any gaps in children's learning. Staff consult with parents and work with other professionals where needed, to promote consistency for children. This shared approach helps all children to make good progress.
- Staff promote children's language and communication skills effectively. They introduce them to new words through songs and stories and by commenting on their play. Staff engage in lively discussions with children to encourage their speaking and listening. They also value the languages that children speak at home with their parents and include familiar words during the routines and activities.
- Staff have a clear idea of what they want children to learn and, overall, they take account of children's interests. For example, staff provide activities to support children's enthusiasm for making marks, such as painting pictures using feathers or copying letters and numerals. However, staff do not always think about how children can practise their skills through the learning environment alongside activities they plan for them.
- Children are out and about with staff each day exploring their local area. This

helps them to discover and feel part of their community. Staff help children to learn about a range of cultural events throughout the year, such as Diwali and Christmas. This introduces children to communities and traditions outside of their own experiences and fosters appreciation of their similarities and differences to others.

- The consistent care routines help children to learn good habits, which contribute to healthy lifestyles. Children confidently manage their own personal hygiene, such as wiping their noses and washing their hands. Staff provide lots of fun ways for children to keep fit. This includes regular visits to a local park, where children have space to run and exercise in the fresh air. Children move confidently and show good coordination as they climb over soft-play blocks and balance on stepping stones.
- Staff say that they enjoy working in the setting and feel well supported by leaders, both personally and professionally. They complete mandatory training to help them keep children safe from harm. Staff also benefit from further training to improve their qualifications and skills. For example, staff working with the youngest children receive specific training, aimed at babies care and learning.
- Leaders and staff understand the importance of strong partnerships with parents. They ensure a consistent exchange of information about children, which helps to support their individual needs. Parents speak highly of the nurturing care provided for children and the positive impact on their progress and well-being. They value the opportunities to be involved in their children's learning, such as by attending cultural events and 'stay and play' sessions.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- plan the learning environment more effectively to reflect children's interests so they can lead their own learning and follow their own ideas.

Setting details

Unique reference number	2686882
Local authority	Kensington and Chelsea
Inspection number	10367458
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 3
Total number of places	24
Number of children on roll	17
Name of registered person	Dicky Birds Pre-School Nurseries Limited
Registered person unique reference number	RP902359
Telephone number	02073712200
Date of previous inspection	Not applicable

Information about this early years setting

Kensington Place Day Nursery and Preschool re-registered in 2022. It is part of a group of childcare provisions owned by Grandir UK. The setting is located in the Royal Borough of Kensington and Chelsea. It operates Monday to Friday from 8am to 6pm, all year round. The provider employs 11 staff members. Of these, seven have qualifications ranging from level 2 to level 7. The setting offers government funded early education for children aged from nine months to four years.

Information about this inspection

Inspector

Sarah Crawford

Inspection activities

- The manager showed the inspector around the childcare premises, she explained the curriculum and how the provision is organised.
- The inspector observed the quality of the education and considered the impact on children's learning. This includes a joint observation with the manager.
- The manager met with the inspector to discuss issues such as staff recruitment, supervision and training. She ensured that relevant documents were available for the inspector to view.
- Parents, staff and children shared their views and experiences with the inspector, at appropriate times during the inspection. The inspector also took account of parents' written feedback.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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